DOCUMENT RESUME

ED 107 129 FL 006 885

AUTHOR Gething, Thomas W.
TITLE Needed Materials for Instruction in Languages of Southeast Asia.
PUB DATE [73]
NOTE 7p.; Paper presented at the Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities for the 70s (Columbia, Maryland, Sept. 29-Oct. 2, 1974); Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS Audiovisual Aids; Austro Asiatic Languages; Bilingual Education; Burmese; Cambodian; Dictionaries; Educational Needs; Indonesian; *Indonesian Languages; Information Needs; *Instructional Materials; *Language Instruction; Lao; Malay; Material Development; *Sino Tibetan Languages; Standardized Tests; Tagalog; Thai; *Uncommonly Taught Languages; Vietnamese
IDENTIFIERS *Neglected Languages Materials Conference 1974

ABSTRACT

This paper is a preliminary attempt to identify important gaps in instructional materials for Southeast Asian languages. The need for instructional materials is detailed for: Burmese, Cambodian, Indonesian/Malay, Lao, Tagalog, Thai, and Vietnamese. Attention is drawn particularly to the need for integrated audiovisual materials, materials on nonverbal communication, and standardized tests. Both national and transnational concerns are felt to justify continued attention to the languages of Southeast Asia. (Author/AM)

DRAFT WORKING PAPER

Thomas W. Gething

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Needed Materials for Instruction in Languages of Southeast Asia

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY Thomas W. Gething
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

ED107129

This paper is a preliminary attempt to identify important lacunae in instructional materials for Southeast Asian languages. In preparing this paper I have drawn upon my experience as (1) a teacher of Indonesian, Laotian, and Thai at the Universities of Hawaii and Michigan and at Ohio University; (2) a staff member and program director in summer intensive language programs, and (3) a member and chairman of the Language Resources Committee of the Southeast Asia Regional Council of the Association for Asian Studies. In addition I have benefited from discussions with colleagues who have particular expertise in one or more of the languages of Southeast Asia.[1]

For the national languages of Southeast Asia the need for instructional materials is distributed as follows:

Burmese

1. The standard text, Beginning Burmese (Cornyn and Roop) needs revision.
2. The reader, Burmese Chrestomathy (Cornyn) needs notes and a vocabulary list for each lesson.
3. Dictionaries, both concise and comprehensive, are needed (although a student's dictionary is in preparation).
4. Audio-visual materials are needed.
5. Kinesics materials are needed.
6. Standardized tests are needed.
7. Auto-instructional materials are needed.

FL006885

Cambodian

1. Dictionaries, both concise (English-Khmer) and comprehensive are needed (and are in preparation).
2. Audio-visual materials are needed.
3. Kinesics materials are needed.
4. Standardized tests are needed.
5. Auto-instructional materials are needed.

Indonesian/Malay

1. An advanced reader with representative samples of a variety of types of writings is needed.
2. Comprehensive dictionaries are needed.
3. A new, student's grammar is needed.
4. Audio-visual materials are needed.
5. Kinesics materials are needed.
6. Standardized tests are needed.
7. Auto-instructional materials are needed.
8. A text for teaching kawi/jawi is needed.

Lao

1. An elementary to intermediate reader is needed.
2. An English-Lao comprehensive dictionary is needed.
3. A student's grammar is needed.
4. Audio-visual materials are needed.
5. Kinesics materials are needed.
6. Standardized tests are needed.
7. Auto-instructional materials are needed.

Tagalog

1. An intermediate text is needed.
2. An advanced reader is needed.

3. A concise (Tagalog-English) dictionary is needed.
4. Audio-visual materials are needed.
5. Kinesics materials are needed.
6. Standardized tests are needed.
7. Auto-instructional materials are needed.

Thai

1. An intermediate reader is needed.
2. A newspaper reader is needed.
3. An English-Thai concise dictionary and comprehensive dictionaries are needed.
4. A student's grammar is needed.
5. Audio-visual materials are needed.
6. Kinesics materials are needed.
7. Standardized tests are needed.
8. Auto-instructional materials are needed.

Vietnamese

1. A student's grammar is needed.
2. Audio-visual materials are needed.
3. Kinesics materials are needed.
4. Standardized tests are needed.
5. Auto-instructional materials are needed.
6. A text for teaching the demotic script is needed.
7. A glossary for DRVN specialized vocabulary is needed.

It is probably unnecessary to draw attention to the total lack of integrated audio-visual materials (including tape recordings) for all of the Southeast Asian languages and the complete absence of instructional materials on non-verbal communication. Perhaps the most immediate, general need is for the development of standardized

proficiency/competence tests.

In determining the national need for basic research and for instructional materials development, the geopolitical and international relations impact is relatively obvious for Southeast Asia. The recent release by the Pathet Lao of an Air America pilot and press reports of the continuing military operations in the Khmer Republic are concrete reminders of the significance of this world region to U. S. foreign policy considerations. U. S. private, civilian interest in the area ranges widely; from airport construction to pineapple cultivation to oil exploration. Southeast Asia is both a market for U. S. exports and a source of raw materials.

The national need, however, also has a domestic element which was at least partially recognized in the criteria developed at the 1961 Conference on Neglected Languages as reported by Fife and Nielsen.[2] Data from the U. S. Immigration and Naturalization Service for the ten-year period 1963-1972 show 6,397 immigrants admitted from Indonesia, 9,823 from Vietnam, 11,898 from Thailand, and 153,237 from the Philippines.[3] There are now some 350,000 residents of the State of California of Filipino ancestry and 125,000 in the State of Hawaii, of which the majority are Ilokano speakers, not Tagalog. The role of these Southeast Asians in U. S. life can not be underestimated in this era of cultural pluralism, despite their relatively small numbers when comapred with some other ethnic groups. In support of this contention seven Tagalog-English bilingual education projects in U.S. schools may be cited.

The prospect of introducing any of the languages of Southeast Asia at the elementary or secondary level is an intriguing one. In Australia this has already been begun (with Bahasa Indonesia) and the experience there should be studied. The countries of Southeast Asia would seem, however, to be ideally suited for the development of language and culture "pre-packaged" units to be used in school social studies programs.

In conclusion, it may be said that both national and transnational concerns justify continued attention to the languages of Southeast Asia. Furthermore, while 15 years of NDEA support combined with funding by a wide variety of private agencies and other governmental bodies has resulted in the production of a substantial number and variety of instructional materials, gaps remain in the Southeast Asian languages training "library". Finally, the recent development of scholarly interest in non-verbal communication points up the dearth of material on kinesics for this world region.

Thomas W. Gething
Department of Indo-Pacific Languages
University of Hawaii at Manoa
Honolulu

1
I would like to acknowledge with thanks the comments of Soenjono Dardjowidjojo, G. K. deHeer, Prescilla Espiritu, Philip N. Jenner, Stephen D. O'Harrow, Teresita V. Ramos, and D. Haigh Roop.

2
See particularly page 180 of the Modern Language Association publication, "Conference on Neglected Languages", Fife, A. E. and Nielsen, N. L., 1961.

3
"1972 Annual Report of the U. S. Immigration and Naturalization Service", U. S. Government Printing Office, 1973.